

Multi-Cultural Fairy Tales: Portals onto World Humanities

Teachers Institute of Philadelphia Seminar Spring 2010

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Tuesday 4:30-6:30

Fisher-Bennett Hall (34th and Walnut) Rm 16

Over the past five centuries a classic canon of fairy tales has been institutionalized as children's literature. Including such standards as Little Red Riding Hood, Cinderella, Hansel and Gretel, Beauty and the Beast, Sleeping Beauty, and Snow White, this canon represents a tiny sampling of the world's offerings. Few people know, for example, that the earliest known version of Cinderella appeared in print in China in the ninth century, and that versions of all of the classic European folk and fairy tales have been collected all over the world.

This seminar will explore folk and fairy tales and their international variants as portals to the humanities in multicultural classrooms. One of the earliest purposes for print fairy tales was to instill in children the social values of an emerging European middle-class. What might variants of these tales teach us about alternative ways of growing up in world social and historical contexts, and related ideas about engaging with the more-than-human world?

Working with five of the most widely known "classic" fairy tales, the seminar will familiarize teachers with critical concepts, research tools, and educational resources needed to teach any of the classic fairy tales using versions gathered from countries and cultures represented among West Philadelphia students. While fairy tales open onto universally shared aspects of human experience, variations from different traditions offer a framework for recognizing and appreciating cultural difference in the classroom. Fairy tales provide ample material for lessons in geography, history; language arts, speech genres and narrative performance; family and community life; and age-, class-, and gender- related social roles.

Readings: The following required and recommended text books are available at Penn Book Center, at 34th and Sansom, unless otherwise indicated:

Required: Maria Tatar ed., *The Classic Fairy Tales*

William McCarthy, *Cinderella in America: A Book of Folk and Fairy Tales*;

Mary Hufford ed., *From West Africa to West Philadelphia: Storytelling Traditions of Philadelphia's Liberian Elders* (distributed in class)

Recommended: Jack Zipes, *Fairy Tales and the Art of Subversion*

Roger Abrahams ed., *African American Folktales*

Roger Abrahams, ed. *African Folktales*

Dundes, Alan, ed. *The Cinderella Casebook*

Jan Ziolkowski, *Fairy Tales from Before Fairy Tales*
Jack Zipes, *Why Fairy Tales Stick: The Evolution of a Genre*
Jack Zipes, *The Trials and Tribulations of Little Red Riding Hood*

All other required readings, along with some recommended readings, will be posted to the course blackboard site, and are marked as (BB) on the schedule. In addition, I will place films and key resources for research papers on reserve in the Rosengarten Reading Room of Van Pelt Library. These are included in the course bibliography, as are reference materials and electronic links.

Work for the Seminar

- Over the course of 14 weeks, this seminar covers five classic fairy tale types, along with animal and trickster tales. In addition to doing the assigned readings in preparation for class discussion, you are asked to fill out a comparative spread sheet (posted to the course blackboard) and to reflect on the differences and similarities among variants of each particular tale type along vectors that interest you (i.e. gender or social status and function within the tale, foodways, environmental factors, etc). Please bring in your spreadsheet, and be prepared to share your reflections during the first meeting devoted to each tale type. Due dates for spreadsheets are given below.
- In addition to the variants that everyone will read for the class, you are asked to identify through your own research one or more additional variants relevant to the ages and demographics of your school and the subject matter of your curriculum unit, and to post one variant to the course blackboard for discussion by Saturday evening before the second meeting devoted to each tale type. Please provide contextual information about your selected variant (when collected, by whom, from whom, where, when, and details about the tradition), and comment on, and/or raise questions about, the text's differences from and similarities to examples of the tale type in our readings. Due dates are indicated in the schedule below.
- For the last unit, on Tricksters and Animal Tales, there will be no spreadsheet to complete or variants to identify. Instead, for the class on May 4, please locate one variant of any of the ten animal tales in *From West Africa To West Philadelphia*, and post it to the blackboard on May 1, and be prepared to present your selection.
- For the final class, on May 11, please identify cultural information in any of the versions of stories you've read all semester that is new for you: a concept, a word, a practice, a foodway, an artifact, etc. What references in the stories can lead you to artifacts of places from which stories and students have come to West Philadelphia? These artifacts or ideas can serve as "touchstones" to shared histories and ways of being, bridging to the worlds of both stories and students. In consultation with your students, search for touchstones in shops, restaurants, markets, and other public

places in West Philadelphia. Purchase, photograph, or otherwise document your touchstones. Bring one or more of them in on the last day of class and be prepared to share what you've learned, and to comment on its potential for classroom use.

Schedule of Topics, Readings, and Assignments

January 19: Overview

January 26: Orientation to Library Resources

February 2: Histories, Meanings, Concepts, and Resources

Tatar, "Introduction," *The Classic Fairy Tales*, pp. ix-xviii;
Aarne and Thompson, "The Types of the Folktale," in Tatar, pp. 373-378;
Propp, "Folklore and Literature," and "The Morphology of the Folktale," in Tatar, pp. 378-87.
Olrik, "The Epic Laws of Folk Narrative," (BB)
Darnton, "The Meaning of Mother Goose," in Tatar, pp. 280-91;
Warner, "The Old Wives' Tale," in Tatar, pp. 309-317;
McCarthy, "Introduction: Yarns Older than Uncle Sam," *Cinderella in America*, pp. 3-23.
Abrahams, "Introduction," *African American Folktales*

February 9: Hansel and Gretel (ATU 327-328)

Tatar, from *TCFT*, "Hansel and Gretel," pp. 179-190; "The Juniper Tree," "Pippety-Pew," pp. 206-209; "Molly Whuppie," pp. 209-211.
McCarthy, from *CIA*, (Choose four) "The Children and the Ogress," pp. 90-92; "Katie and Johnny," pp. 231; "The Forty-Mile Jumper," pp. 254-256; "The Three Brothers," pp. 364-366; "Catafo," pp. 159-162; "Barney McCabe," pp. 281-285; "The Deserted Children," pp. 285-291; "Three Versions of the Juniper Tree," pp. 323-327; "Polly, Nancy, and Muncimeg," pp. 313-317.

Criticism (Recommended):

Zipes, "The Rationalization of Abandonment and Abuse in Fairy Tales: The Case of Hansel and Gretel." (BB)

Bettelheim, from Tatar, *TCFT*, "Hansel and Gretel," pp. 273-280.

Bring comparative notes; be prepared to discuss.

Screening of : **"Hansel and Gretel: An Appalachian Version"**

February 16: Ecologies of Hunger and Abandonment

Your variants: please post by Saturday evening, Feb. 27, plus:

Carter, "Penetrating to the Heart of the Forest" from *Burning Your Boats* (BB)

Chamoiseau, "Madame Keleman," (BB)

Criticism (Recommended):

Hyde, "Some Food that We Could Not Eat," from *The Gift* (BB)

Films: "Gingerbread," from *Buffy the Vampire Slayer* TV series

Fairy Tale Theater "Hansel and Gretel" DVD on reserve.

February 23: Little Red Riding Hood (ATU 333)

Greenwood Encyclopedia entry, "Little Red Riding Hood." (BB)

Tatar, from *The Classic Fairy Tales*, (TCFT), "Intro": pp. 3- 10; "The Story of Grandmother," pp. 10-11; "Little Red Riding Hood," pp. 11-13; "Little Red Cap," pp. 13-16; "The Little Girl and the Wolf," 16-17; "The False Grandmother," 17-19; "Goldflower and the Bear," 19-21; Poems by Roald Dahl, 21-24.

McCarthy, from *CIA*, "The Gunny Wolf," pp. 270-271.

Criticism (Recommended):

Windling, "The Path of Needles, the Path of Pins," (BB)

Tatar, from *TCFT*, "Sex and Violence: The Hard Core of Fairy Tales," pp. 364-373.

Bring comparative notes; be prepared to discuss.

March 2: Storytelling and Rites of Initiation

Your variants: please post by Saturday evening, March 20, plus:

Carter, from *Burning Your Boats*, "The Werewolf," "The Company of Wolves," and "Wolf-Alice." (BB)

Chamoiseau, "Nanni-Rosette, the Belly Slave," (BB)

Greenwood Encyclopedia Entry, "Initiation," (BB)

Theory (Recommended):

Lancy, from *Playing on the Mother-Ground*, "Cultural Routines for Childrens' Development," (BB)

Films: Fairy Tale Theater version of "Little Red Riding Hood," DVD on reserve, or The Company of Wolves, DVD on reserve.

Also of interest: Tales of the Supernatural: <http://www.folkstreams.net/film,106>

March 9: No Class: Penn Spring Break

March 16: Beauty and the Beast (ATU 425)

Greenwood Encyclopedia entry, "Beauty and the Beast," (BB)

Tatar, from *TCFT*, "Beauty and the Beast," pp. 25-42; "The Pig King," pp. 42-47 ; Urashima the Fisherman," pp. 66-68 ;

McCarthy, from *CIA*, "The Toad Prince," p. 449; "The Muskrat Husband," p. 457; "Three Drops of Blood," p. 299.

Criticism and Social History (Recommended):

Warner, *From the Beast to the Blonde*, "Reluctant Brides," pp. 273-297 (BB)

Zipes, from *TCFT*, "Breaking the Disney Spell," pp. 332-352.

Films: Fairy Tale Theater “Frog Prince” and “Beauty and the Beast” on reserve;
Bring comparative notes; be prepared to discuss.

March 23: Economies of Desire

Your variants: please post by Saturday evening, Feb. 13, plus:

Carter, “The Courtship of Mr. Lyon,” (BB)

Carter, “The Tiger’s Bride,” in Tatar, *TCFT*, pp. 50-66.

Criticism (Recommended):

Warner, *From the Beast to the Blonde*, “Go! Be A Beast,” pp. 298-318. (BB)

Film: Cocteau, *La Belle et Le Bete* (DVD on reserve; in French, with English subtitles)
Sayles, *The Secret of Roan Inish* (DVD on reserve)

March 30: No Class: Philadelphia Schools Spring Break

April 6: Cinderella (ATU 510)

Greenwood Encyclopedia Entry, “Cinderella,” (BB)

Tatar, *TCFT*, “Intro,” 101-106; “Yeh Hsien,” 107-108; “Donkeyskin,” 109-116;
“Cinderella,” 117-122; “Catskin,” 122-125; “The Story of the Black Cow,” 125-127;
“Lin Lan,” 127-131; “The Princess in the Suit of Leather,” 131-137.

McCarthy, *CIA*, “Catskin,” 34-41; “Goldenstar,” 106-198; “The Toad Prince,”
449-455.

Bascom, “Cinderella in Africa,” (BB)

Criticism and Social History (Recommended):

Warner, “Absent Mothers,” (BB)

Warner, “The Silence of the Fathers,” (BB)

Bring completed spreadsheet; be prepared to discuss.

Screening of Ashpet following regular class time for those who can stay.

April 13: Why Fairy Tales?: Workshop on Rationale and Justification

You will break into groups with fellows who teach students of the same age group. Be prepared to discuss the rationale you are developing for using fairy tales in the classroom, based on your reading of Edith Cobb, posted to the blackboard, and any two of the other readings on how fairy tales and literature of the fantastic function in child development, on reserve at Van Pelt:

Required: Cobb, posted selections from *The Ecology of Imagination in Childhood*

Choose two (you may divide these up with others in your group if you wish):

Tatar, from *Off With Their Heads: Fairy Tales and the Culture of Childhood*:

“Epilogue: Reinvention through Intervention,” pp. 229-238;

Tatar, from *The Hard Facts of the Grimms’ Fairy Tales*: “Epilogue: Getting Even,” pp. 179-192;

Zipes, from *Fairy Tales and the Art of Subversion*: “Inverting and Subverting the World with Hope,” pp. 105-136; and “The Liberating Potential of the Fantastic in Contemporary Fairy Tales for Children,” pp. 169-192;

Zipes, from *Happily Ever After: Fairy Tales, Children, and the Culture Industry*: “Introduction,” pp. 1-14; and “Revisiting Benjamin’s ‘the Storyteller’: Reviving the Past to Move Forward,” pp. 129-142.

Zipes, from *Breaking the Magic Spell: Radical Theories of Folk and Fairy Tales*: “The Radical Morality of Rats, Fairies, Wizards, and Ogres: Taking Children’s Literature Seriously,” pp. 206-232.

Zipes, from *Why Fairy Tales Stick: the Evolution and Relevance of a Genre*: “Once Upon a Time in the Future: the Relevance of Fairy Tales,” pp. 91-128; and “To Be or Not to Be Eaten: the Survival of Traditional Storytelling,” pp. 223-244.

April 20: Riddles and Threshold Rites

Your variants: please post by Saturday evening, April 10.

DVD, Tom Davenport, *Ashpet*, (on reserve)

Carter, “The Mother’s Ghost.” (BB)

Chamoiseau, “The Most Beautiful One is Under the Tub,” (BB)

McCarthy, *CIA*, “The Basil Maiden,” 72-75; “Juan Bobo and the Riddling Princess,” 75-80;

Criticism and Ethnography (Recommended):

Yolen, “America’s Cinderella,” Dundes’ *Cinderella: A Casebook*, 294-306 (BB)

Abrahams, “Wake Amusements and the Structure of Nonsense on St. Vincents,” (BB)

Abrahams, “Between the Living and the Dead: Riddles that Tell Stories.” (on reserve)

April 27: Snow White (ATU 709)

Greenwood Encyclopedia Entry, “Snow White,” (BB)

Tatar, from *TCFT*, “Intro” pp. 74-80; “The Young Slave,” 80-83; “Snow White,” 83-89; “Lasair Gheug,” 90-96; “Snow White and the Seven Dwarves,” 96-100.

McCarthy, from *CIA*, “Flor Blanca,” 85-87; “Snow Bella,” 173-181.

Bring comparative notes, be prepared to discuss.

May 4: Frame Stories and the Magic Mirror

Greenwood Encyclopedia: “Frame Narrative,” and “Mirror” entries (BB)

Davenport, *Willa: An American Snow White*, screening and discussion.

Criticism (Recommended):

Gilbert and Gubar, “Snow White and her Wicked Stepmother,” from Tatar, *TCFT*, pp. 291-297.

Baccilega, “Cracking the Mirror: Three Re-visions of Snow White.” (BB)

Warner, “Wicked Stepmothers” (BB)

May 11: Tricksters, Paradox, and Fairy Tale Pedagogy

Greenwood Encyclopedia Entries, "Tricksters," (BB)

Hufford ed., *From West Africa to West Philadelphia*: watch videos of "How Monkey Tricked Alligator," "How the Animals Became Different Colors," "Why Elephant is Afraid of Goat," "Greedy Spider," "Hawk and Hen," "Why Rabbit Falls Asleep When Leopard Chases Him," "Leopard and Sparrow," "Leopard and Goat," "Why Dog and Rabbit Live in Town."

McCarthy, in *CIA*, "Sister Fox and Brother Coyote," 108-113; "Las Bodas de la Tia Cucaracha," 113-115; "Mousie Perez," 89-90; "Nho Lob and the Moon," 144-146; "Bouqui and Lapin," 162-165; "Lapin and Bouqui's Mule," 191-192; "The Cootie and the Flea," 213-215; "Mr. Rabbit in Partners," 260-263; "Brer Rabbit and the Tar Man," 264-69; "Brer Rabbit and the Little Girl," 269; "The Singing Geese," 271-72.

Criticism and Theory (Recommended)

Knappert, "Introduction to African Fables." (BB)

Lancy, from *Playing on the Mother Ground*, "The Kwii Way," (BB)

Brennan, "When Brer Rabbit Meets Coyote: African-Native American Literature." (on reserve)

Abrahams, from *African Folktales*, "Tales of Tricksters and Other Ridiculous Creatures," (on reserve)

May 20: Workshop II: Teaching Strategies

Be prepared to share teaching strategies with fellows who teach your age group, with special attention to how your strategies relate to 1) meeting the standards, and 2) theories discussed in the previous workshop about how fairy tales function in child development.

Bring in your found touchstones to folk and fairy tales to present in class.

June 1: TIP reception

June 18: Curriculum Units Due

July 9: Evaluations of Seminar and Leaders Due

Inter-Cultural Fairy Tales: Portals to World Humanities

Teachers Institute of Philadelphia Seminar Spring 2010

Readings and Resources

* = *Placed on reserve in Van Pelt Library's Rosengarten Reading room.*

** = *In reference collection at Van Pelt Library*

Abrahams, Roger. 1980. "Between the Living and the Dead: Riddles which tell Stories." *Folklore Fellows Communications* XCV: 225. *

-----, 1999. *African American Folktales*. New York: Pantheon.*

-----, 1983. *African Folktales*. New York: Pantheon.*

-----, 2005. *Everyday Life: A Poetics of Vernacular Practices*. Philadelphia: University of Pennsylvania Press.

Abram, David. 1996. *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*. New York: Vintage Books.

Abrams, David M. and Brian Sutton-Smith. 1977. "The Development of the Trickster in Childrens Narrative." *Journal of American Folklore* 90: 29-47.

Azzolina, David. 1987. *Tale Type and Motif Indexes: An Annotated Bibliography*. New York: Garland.*

Bakhtin, Mikhail. 1984. *The Dialogic Imagination*. Austin: University of Texas Press.

Baer, Florence. 1980. "Sources and Analogues of the Uncle Remus Tales." *Folklore Fellows Communications* XCVI:228.*

Baccilega, Christina. 1997. *Postmodern Fairy Tales: Gender and Narrative Strategies*. Philadelphia: University of Pennsylvania Press.*

Bascom, William. 1975. *African Dilemma Tales*. The Hague: Mouton and Co.

-----, 1992. *African Folktales in the New World*. Bloomington: Indiana University Press.*

Bierhorst, John. 2002. *Latin American Folktales: Stories from Hispanic and Indian Tradition*. New York: Pantheon.*

Boggs, Ralph. 1930. *Index of Spanish Folktales*. Helsinki: Academia Scientiarum Fennica.*

Brennan, Jonathan. 2003. *When Brer Rabbit Meets Coyote: African-Native American Literature*.

Urbana, IL: University of Illinois Press.*

Caputi, Jane. 2007. "Green Consciousness: Earth-Based Myth and Meaning in Shrek." *Ethics and the Environment*. 12 (2): 23-44.

Carter, Angela. 1995. *Burning Your Boats: The Collected Short Stories*. New York: Henry Holt.

Cazden, Courtney. 1988. *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.

Cazden, Courtney, and Dell Hymes. 1978. "Narrative Thinking and Storytelling Rights: A Folklorist's Clue to a Critique of Education." *Keystone Folklore*. 22: 21-36.

Chamoiseau, Patrick. 1994 [1988]. *Creole Folktales*. New York: New Press.

Cobb, Edith. 1993 [1977]. *The Ecology of Imagination in Childhood*. Dallas: Spring Publications.

Coover, Robert. 1973. "The Dead Queen." *Quarterly Review of Literature*. 18:304-13.

-----, 1969. "Prologue: A Door of Sorts," and "The Gingerbread House," in *Pricksongs and Descants: Fictions*. New York: E.P. Dutton.

Cox, Marian Roalfe and Andrew Lang. 2007 [1892]. *Cinderella: Three Hundred and Forty-Five Variants of Cinderella, Catskin and Cap O' Rushes*. Whitefish, MT: Kessinger Publishing.*

Darnton, Robert. 1984. "Peasants Tell Tales: The Meaning of Mother Goose." In *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, Inc. pp. 3-73. *

Donoghue, Emma. 1997. *Kissing the Witch: Old Tales in New Skins*. New York: Harper Collins.

Dundes, Alan. 1982. *Cinderella: A Casebook*. Madison: University of Wisconsin Press.*

-----, 1989. *Little Red Riding Hood: A Casebook*. Madison: University of Wisconsin Press.

Federici, Sylvia. 2004. *Caliban and the Witch: Women, the Body, and Primitive Accumulation*. Brooklyn: Autonomedia. *

Finnegan, Ruth. 1994 [1970]. *Oral Literature in Africa*. New York: Oxford University Press.

-----, 1988. *Literacy and Orality*. New York: Basil Blackwell.

-----, 2002. *Communicating: The Multiple Modes of Human Interconnection*. New York: Routledge.

Flowers, Helen L. 1980. *Classification of the Folktale of the West Indies by Type and Motif*.

New York: Arno Press.*

Green, Thomas A. ed. 2009. *African American Folktales*. Westport, CT: Greenwood Press.

-----, ed. 2009. *Asian American Folktales*. Westport, CT: Greenwood Press.

-----, ed. 2009. *Latino American Folktales*. Westport, CT: Greenwood Press.

-----, ed. 2009. *Native American Folktales*. Westport, CT: Greenwood Press.

Haase, Donald. 2004. *Fairy Tales and Feminism: New Approaches*. Detroit: Wayne State University Press. *

-----, 2008. Ed. *Greenwood Encyclopedia of Folk Tales and Fairy Tales*. Westport, CT: Greenwood Publishing Group. **

Hansen, Terrence Leslie. 1957. *The Types of the Folktale in Cuba, Puerto Rico, the Dominican Republic and Spanish South America*. Berkeley: University of California Press.*

Heath, Shirley Brice. 1982. "What No Bedtime Story Means: Narrative Skills At Home and School." *Language in Society*. 11 (1): 49-76.

-----, 1983. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. New York: Cambridge University Press.

Hufford, Mary, ed. 2008. *From West Africa to West Philadelphia: Storytelling Traditions of Philadelphia's Liberian Elders*. Philadelphia: Center for Folklore and Ethnography, University of Pennsylvania.

http://www.archives.upenn.edu/histy/features/wphila/stories/agape_wafrica_stories.pdf

-----, 1979. *A Tree Smells Like Peanut Butter: Folk Artists in a City School*. Trenton: New Jersey State Council on the Arts.

<http://www.sas.upenn.edu/folklore/faculty/mhufford/TreeSmells.pdf>

Hymes, Dell. 1980. *Language in Education: Ethnolinguistic Essays*. Washington, D.C.: Center for Applied Linguistics.

-----, 1996. *Ethnography, Linguistics, Narrative Inequality: Toward an Understanding of Voice*. Bristol, PA: Taylor and Francis.

Hyde, Lewis. 1983. *The Gift: Imagination and the Erotic Life of Property*. New York: Vintage Press.*

Kirshenblatt-Gimblett, Barbara. Ed. 1976. *Speech Play: Research and Resources for the Study of Linguistic Creativity*. Philadelphia: University of Pennsylvania Press.

Klipple, May Augusta. 1992. *African Folktales with Foreign Analogues*. New York: Garland.*

Knapp, Mary and Herbert. 1976. *One Potato, Two Potato: The Folklore of American Children*. New York: W. W. Norton.

Knappert, Jan. 2001. *The Book of African Fables*. Lewiston: Edwin Mellon.*

Lancy, David F. 1996. *Playing on the Mother Ground: Cultural Routines for Children's Development*. New York: Guilford Press.*

Leeming, David Adams. 1997. *Storytelling Encyclopedia: Historical, Cultural, and Multi-Ethnic Approaches to Oral Traditions Around the World*. Phoenix, AZ: Oryx Press.**

Lindahl, Carl, ed. 2004. *American Folktales: From the Collections of the Library of Congress*. : M. E. Sharpe.

Louv, Richard. 2005. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. New York: Algonquin Books.

McCarthy, William Bernard. Ed. 2007. *Cinderella in America: A Book of Folk and Fairy Tales*. Jackson: University Press of Mississippi.

MacDonald, Margaret Read, ed. 1999. *Traditional Storytelling Today: An International Sourcebook*. New York: Routledge. **

MacDonald, Margaret Read, and Brian Sturm. 2001. *The Storytellers Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children, 1983-1999*. Detroit: Gale Group.**

Magnanini, Suzanne. 2007. *Fairy-Tale Science: Monstrous Generation in the Tales of Straparola and Basile*. Toronto: University of Toronto Press.

Mieder, Wolfgang. *Disenchantments: An Anthology of Modern Fairy Tale Poetry*. University of Vermont. *

Morgan, Kathryn L. 1980. *Children of Strangers: The Stories of a Black Family*. Philadelphia: Temple University Press.

Olrik, Axel. 1965. "Epic Laws of Folk Narrative." In *The Study of Folklore*, ed. Alan Dundes. Englewood Cliffs, NJ: Prentice-Hall, pp. 129-141.

Sanders, Barry. 1995. *A is for ox: the Collapse of Literacy and the Rise of Violence in an Electronic Age*. New York: Vintage Books.

Sherzer, Joel. 2002. *Speech Play and Verbal Art*. Austin: University of Texas Press.

Stewart, Susan. 1978. *Nonsense: Aspects of Intertextuality in Folklore and Literature*. Baltimore: Johns Hopkins University Press.

Sutton-Smith, Brian. 1976. "A Developmental-Structural Account of Riddles." In *Speech Play*, ed. Barbara Kirshenblatt-Gimblett. Philadelphia: University of Pennsylvania Press.

Rohrich, Lutz. 2008. *“And They Are Still Living Happily Ever After:” Anthropology, Cultural History, and Interpretation of Fairy Tales*. Burlington, VT: University of Vermont. *

Ruck, Carl A.P. et al. 2007. *The Hidden World: Survival of Pagan Shamanic Themes in European Fairytales*. Durham, N.C.: Academic Press. *

Tatar, Maria. 1999. *The Classic Fairy Tales*. New York: W.W. Norton.

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-----, 2009. *Enchanted Hunters: The Power of Stories in Childhood*. New York: W. W. Norton.

Warner, Marina. 1994. *From the Beast to the Blonde: On Fairy Tales and Their Tellers*. New York: Farrar, Straus and Giroux. *

Wilshire, Bruce. 1999. *Wild Hunger: The Primal Roots of Modern Addiction*. Lanham, MD: Rowman and Littlefield.

Ziolkowski, Jan. 2009. *Fairy Tales from Before Fairy Tales: The Medieval Past of Wonderful Lies*. Ann Arbor: University of Michigan Press.

Zipes, Jack. 1986. *Don’t Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England*. New York: Methuen. *

-----, 1983. *Trials and Tribulations of Little Red Riding Hood: Versions of the Tale in Sociocultural Perspective*. South Hadley, MA: Bergin and Garvey.

-----, Ed. 1991. *Spells of Enchantment: The Wondrous Fairy Tales of Western Culture*. New York: Penguin.

-----, 1997. *Happily Ever After: Fairy Tales, Children, and the Culture Industry*. New York: Routledge.

-----, Ed. 2000. *The Oxford Companion to Fairy Tales: The Western Fairy Tale Tradition From Medieval to Modern*. New York: Oxford University Press.

-----, 2002 [1979]. *Breaking the Magic Spell: Radical Theories of Folk and Fairy Tales*. (Revised and expanded edition). Lexington: University Press of Kentucky. *

-----, 2006. *Why Fairy Tales Stick: The Evolution and Relevance of a Genre*. New York: Routledge.

-----, 2006. *Fairy Tales and the Art of Subversion*. New York: Routledge.

-----, 2009. *Relentless Progress: The Reconfiguration of Children's Literature, Fairy Tales, and Storytelling*. New York: Routledge.

Reference Tools in Van Pelt Library

Haase, Donald. 2008. *Greenwood Encyclopedia of Folktales and Fairy Tales*. Westport, CT: Greenwood Press. GR74 .G73 2008 (To sign up for a free 60 day preview of the e-book version go to: http://www.abc-clio.com/orderforms/ebook_preview.aspx)

Lindahl, Carl, John McNamara, and John Lindow, eds. 2000. *Medieval Folklore: An Encyclopedia of Myths, Legends, Tales, Beliefs and Customs*. Santa Barbara, CA: ABC-CLIO. GR35.M43 2000

Thompson, Stith. 1993 [1955]. *Motif-Index of Folk-Literature*. (electronic resource). Bloomington, IN: Indiana University. GR72.56 .T46 1993 (also available in hard copy: : GR67 .T46 1955)

Uther, Jans-Jorg. 2004. *The Types of International Folktales: A Classification and Bibliography, based on the system of Antti Aarne and Stith Thompson*. Helsinki: Academia Scientiarum Fennica. GR1 .F55 [Updates and expands on the Aarne Thompson Tale Type Index]

There are quite a few other resources in the reference stacks on the first floor and in the GR1 section on the fifth floor of Van Pelt, east side.

Journals:

The following journals are available online, and also appear in the company of many other folklore journals on the fifth floor of Van Pelt, east side: GR1 etc. Well worth a visit to the stacks for browsing.

Marvels and Tales: Journal of Fairy-Tale Studies. Call No: GR1 .M474

Folklore GR1 .F64

Journal of American Folklore GR1 .J81

Journal of Folklore Research GR1 .I5

Western Folklore GR1 .C26

Folklore Fellows Communications GR 1. F55

Online Resources:

SurLaLune Fairy Tales.com: <http://www.surlalunefairytales.com/index.html> (contains many texts, annotations, resources, and links)

Folkstreams. <http://www.folkstreams.net/> for streaming video with related teaching materials, including transcriptions.

Folktexts <http://www.pitt.edu/~dash/folktexts.html> (D. L. Ashlimon's wide-ranging collected versions of tale types)

Fairy Tales on DVD:

Carter, Angela, and Neil Jordan. 1984. *The Company of Wolves*. ITC Entertainment.

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